

St Margaret's PP Report – March 2021

We have operated in small year group bubbles for the whole academic year and this has been set up through streaming to ensure that work is accurately pitched and that targeted pupils are in groups where they can be given focussed individual attention and targeted TA support. Working in smaller streamed groups means the pace for that group can be set and maintained to ensure that all PP pupils are challenged at an appropriate level. Pupils are able to get support and assistance when it is required and they develop confidence and build self esteem as they are working in an environment which supports this.

With precise provision mapping and data analysis we have been able to target pupils who are at risk of not making the expected progress and have provided additional interventions to address this for PP pupils. These interventions took place throughout the autumn term, during the second half of the spring term and they are planned for the summer term. These short targeted interventions are aimed at rapidly closing gaps in spelling, phonics and mental maths. Focussed interventions enable children to raise their attainment and address issues they may have in their learning, through regular practise and smaller ratios of adult to child.

In addition there are daily TA interventions which have been ongoing since pupils returned to school, as well as booster sessions led by Senior Leaders. The aim of these boosters is to raise attainment and review progress, adapting the approach and content where necessary to suit the needs of the pupils. In KS1 our detailed phonics intervention programmes and quality first teaching has meant that year 1 pupils achieved a 98% pass rate in their phonics screening.

As part of our targeted support, we have continued to make phonics teaching and learning a high priority objective for our pupil premium pupils in particular. To guarantee outstanding phonics teaching online, we allocated an expert phonics teacher to coach our KS1 and Early Years teachers on teaching phonics effectively online. All pupils were given their appropriate phonics books and these books were changes every fortnight. Most recent assessment shows that Year 2 PP pupils have achieved exceptionally well and our Year 1 pupils are on mostly on track to pass the phonics test by the end of June. Pupil Premium pupils continue to be invited for morning phonics booster sessions, Easter School and Saturday Plus.

Saturday school for year 6 took place between September and mid November. A new Saturday school for all vulnerable children across whole school is planned and ready to be implemented from the start of the summer term. Easter school is also planned and children were invited with particular focus on all PP and FSM children. We will be running a Saturday phonics school for targeted pupils after the Easter break. This will support the school based intervention phonics teaching and ensure that all PP pupils are on track

During lockdown significant investment was made in lap tops to ensure that all PP pupils could access the digital learning platforms. This enabled our disadvantaged pupils to be involved in all the available online lessons, including live lessons, submit work and receive feedback to support future learning. We also had clear communication links with all PP pupils, who were in regular contact with members of staff in school who could provide support and assistance where necessary.

Our disadvantaged pupils have mostly been able to join our remote learning offer as laptops have been shared with families who need it most. Aiming to be leaders in the field of remote learning, we invested in bespoke technology training sessions for our teaching staff so that pupils would continue to have access to outstanding learning at home as well as in school. Our training programme ranged from setting up Google classrooms to learning how to use assessment tools such as Mote during feedback. Attendance data and teacher assessment have shown that our curriculum offer engaged students and enabled our disadvantaged pupils to make progress in line with their peers.

Our aim for higher and middle attaining PP pupils was to invest in STEM technologies that would enhance our creative curriculum and further engage pupils. A 3D printer has been purchased and there is a timetable of related STEM activities planned for the summer term. We have continued to use the VR headsets in topic and science lessons and have updated the software. We have also used Tinkercad to design objects for the 3D printer and EmpiriBox science learning to engage and motivate all pupils. We plan a STEM competition for the summer term and our robotics workshops have been rearranged for the summer term too. Our Science leader will be training in the summer term, to lead STEM projects across the school, we will also be inviting STEM ambassadors once the restrictions are lifted and we are allowed visitors in school.

Our funded places at Breakfast and After School clubs have been taking place throughout the year and pupils who did not attend school during lockdown were provided with food packs to ensure that they were given a varied and nutritious diet. We have made changes to our After School club provision in light of the restrictions, with weekly art, craft and drama activities planned around a weekly topic. In the summer term with some restrictions lifted we will be returning to a programme which includes more extra-curricular sports activities.

Covid hasn't stopped us consolidating our book-based curriculum and even during lockdown books were collected from school to enable all pupils to continue mirroring at home, what was happening in school. Plans have been made to enhance all reading corners and quality texts have been invested in and we plan to make these available to all pupils. TAs have been reading with pupils before and after school, with targeted PP pupils. We have also introduced a benchmarking scheme to assess pupils' reading and comprehension skills.

With our continued offer of high quality core text books for pupils, we extended their use to strengthen language acquisition learning as a high priority in our school- particularly for those pupils who are disadvantaged. We carefully selected language to be taught, with high frequency and tiered vocabulary found, in different contexts. During lessons (either online or in school) pupils are asked to practise using new vocabulary in activities matched to current topics that extend their range. Teacher training has sought to enable teachers to develop breadth and depth of vocabulary teaching.