



St Margaret's
Church of England Primary School

Pupil premium strategy - Review

June 2024

Teaching (for example, CPD, recruitment and retention)

At St. Margaret's, our commitment to providing the best opportunities for our children extends to investing in the continuous professional development of our staff. We firmly believe that we are all lifelong learners, and it is essential that our staff is fully equipped to offer our children the best possible educational experiences. This year, we have undertaken a thorough review of our Continuing Professional Development (CPD) program for all staff members, tailoring it to individual needs.

Our success in fostering an environment of continuous learning is evident through our in-house coaching program, combined with highly-strategic CPD and morning development sessions. This unique initiative is designed to meet the individual needs of our staff rather than adopting a one-size-fits-all approach to group CPD. Teachers are carefully paired with highly effective coaches, often from our Senior Leadership Team (SLT), providing tailored support on their journey toward consistently outstanding teaching. This year, our CPD package, including additional assembly CPDs, have built upon high quality and consistent teaching and feedback across the school.

In addition to our coaching program, we have continued to develop our own Early Career Teacher (ECT) program, building upon the foundation made last year. This ensures that outstanding, quality-first teaching remains at the core of all CPD initiatives we offer. This year, our ECT 2s have passed the Teachers' Standards - one is now accessing the NPQLT, a specialist NPQ on leading teaching.

Our Accelerated Leadership program has been instrumental in empowering this year's participant to utilise the Pupil Premium funding, in collaboration with the Head of School to develop STEM. This approach ensures that Pupil Premium children face no disadvantage compared to their peers, aligning with our commitment to fostering an inclusive and equitable learning environment. The work undertaken by the ALP has led to high quality STEM links across the curriculum to develop STEM capital. In addition, pupils eligible for pupil premium have been part of two teams representing the school in the national F1 finals and regional engineering showcase. As a result, interest within the STEM field and aspirations are higher. Earlier in the year, the ALP also focused on our rewards system to ensure that all pupils are driven to do well and are well rewarded for their efforts.

As we continue to prioritise professional development, we remain dedicated to nurturing an educational community where every member thrives and contributes to the collective pursuit of excellence.

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

We have tailored interventions to meet the unique needs of year groups and individual children. Throughout this academic year, following the success of last year's approach, we have implemented a variety of additional learning opportunities to further support our children's progress. These initiatives include the Saturday Plus Program, Y6 Achievement School, morning and afternoon boosters before and after school, a dedicated phonics school (before and after school times) and an upcoming Easter school. The Easter school is specifically designed to address learning gaps and is targeted at our Pupil Premium (PP) pupils.

Our experienced teachers and leaders continue to lead these highly effective boosters, ensuring quality first teaching that has resulted in excellent progress for the children. To enhance the effectiveness of these interventions, additional training has been provided to teachers and support staff, enabling them to run focused groups and assessments. This training has been instrumental in addressing the needs of all children, including those within the Pupil Premium program, who required support in closing learning gaps.

These interventions, providing additional targeted support have proven beneficial, leading to high outcomes. Again, this year the school has seen results for phonics being high with 95% passing the phonics test in Year 1 and 100% in Year 2 - both higher than the national average (79% year 1 and 89% year 2). Part of the success, alongside high-quality phonics teaching, is our phonics school. The after school provision, which builds confidence, understanding and progress in phonics and is accessible for those entitled to pupil premium, led to 9 out of 11 pupils (82%) entitled to pupil premium passing the phonics test (national 2023 being 67% and in line with non-disadvantaged national at 83%).

Interventions for pupils in Year 4 to develop multiplication knowledge were also very successful. This year, the school built upon the previous 2 years' successes with an average score of 24.6 (above the 24.0 in 2023 and 23.8 in 2022 - with national being 20.2). Additionally, those attaining a score of 25/25 was 86% - higher than the previous year of 65% and far higher than the national average of 29%. For those entitled to pupil premium funding, the average score was 24.9 with 12/14 attaining 25 and two attaining 24. This high focus and high quality interventions by teachers was actioned through daily and weekly interventions and regular meetings with staff, alongside daily access to technology for pupils.

We have also provided pupils with focused teaching groups in year 2 and 3 in maths and later for Year 2 in all core subjects. This has ensured high and sustained progress throughout the year leading to high combined outcomes for Year 2, according to internal data. Likewise, the provisions made for pupils in Years 5 and 6, accessing Achievement and Saturday school, before and after school boosters and increased teacher:pupil ratios have led to further progress being made throughout the year. For example, 6 out of 8 of Year 6 disadvantaged pupils are on track to attain expected or higher in all subjects. Two pupils working towards the expected standard received intensive support throughout the year.

The strategic use of smaller ratios and timed sessions for selected cohorts has allowed children to correct their key misconceptions. The repetition of sessions has empowered teachers to target specific needs, thereby cementing core learning concepts that children can apply in the classroom and during assessments. Regular assessment and monitoring ensures that the school reflects on the best provision throughout the year.

All interventions are closely overseen by the Special Educational Needs Coordinator (SENCo) and the Head of School, ensuring a coordinated and comprehensive approach to meeting the diverse needs of our students.

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

Throughout the academic year, we've taken deliberate steps to ensure that our Pupil Premium (PP) pupils enjoy the same enriching experiential learning opportunities as their peers. Specifically tailored trips and experiences for PP children have been partially or fully funded, ensuring equitable access for all. The success of our clubs and extended services is evident, with numerous children actively participating in various sessions. Pupil Premium children have been warmly welcomed into a diverse range of clubs, including archery, gymnastics, athletics, karate and football. This broad club offering ensures that every child has the chance to engage in learning beyond regular school hours. The popularity of our clubs remains consistently high, prompting us to refresh our offer each term to provide our children with a continually diverse menu of activities. In addition, funding has supported families in providing ad-hoc free places at Smarties to support families in times of need.

Additionally, other events this academic year have included trips to the Postal Museum, London Eye, London river boat cruise, Legoland, a local pantomime in a theatre, a falconry show, science dome and visits by Scootfit. All of these events have developed cultural capital and enjoyment with their peers. Vulnerable pupils have also been provided with additional funding to access the Y6 residential trip so that no pupil is unable to go due to lack of funds. In addition, specific trips for those disadvantaged e.g. Chessington World of Adventures supported our Young Transformers values in developing the core principles such as confidence. Two pupils were highly anxious about going on rides and throughout the day developed their confidence to go on the largest and fastest ride - when achieving this - boosting their self-esteem - one pupil commented "That was the most amazing thing ever, I'm on top of the world! Can we go again!" Other events such as our Spirituality Day and Courageous Advocacy projects are fully funded so that pupils can raise money and awareness for good causes or give something back to those in the local community.

Our commitment to excellence is evident in our daily focus on quality first teaching, interventions, live marking, data analysis, and targeted support. Senior Leaders closely monitor data to ensure that all children, including PP pupils, are on track and making progress. Interventions are dynamically adapted based on the latest assessment results, ensuring a responsive approach to meet the needs of every child.