

## 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	Margaret Roper School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	17/12/21
Date on which it will be reviewed	01/07/22
Statement authorised by	Mr D. Mooney
Pupil premium lead	Mrs L. Callaghan
Governor / Trustee lead	Dr A-M. Sawyer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,245
Recovery premium funding allocation this academic year	£10,286
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42,531

# Part A: Pupil premium strategy plan

## Statement of intent

At Margaret Roper Primary School we want all of our children to reach their full potential. We aim to provide a curriculum and wider opportunities so that all in the school community excel. Due to school closures, the attainment gap for disadvantaged pupils against their peers has widened. While the take up of remote learning was strong, a significant number of pupils (including disadvantaged and vulnerable pupils) have had a prolonged period without face-to-face teaching and learning. The ultimate objective for our disadvantaged and vulnerable pupils is to bring their attainment in line with their peers through strategies outlined in this document.

This strategy indicates how Margaret Roper Catholic Primary School will support disadvantaged and vulnerable learners in closing the attainment gap. The importance of quality first teaching is key and subject leaders work closely with class teachers to ensure that subject content is planned effectively and that essential knowledge, skills and understanding are taught through well planned lessons.

The school priority areas for this academic year are:

- To identify and address gaps in learning due to periods of school closure during March – Sept 2020 and Jan – March 2021
- To raise attainment in writing across the school.
- To raise attainment in reading, as a key to wider curriculum development and to develop a love of reading for pleasure
- To develop pupils' reasoning skills so that they can apply their knowledge across the curriculum consistently
- To provide a range of enrichment opportunities throughout the year in the form of workshops, educational visits and receiving visitors where permitted (ensuring covid safety)
- To ensure that children are learning in a safe, happy and supportive environment which supports their wellbeing and mental health

Our pupil premium strategy uses pupil assessment to identify gaps in knowledge and skills. We use this information to provide targeted support for disadvantaged and vulnerable learners. Targeted support can include: quality first teaching, support from the class teacher and teaching assistants in class and targeted withdrawal from class to boost specific skills. Key principles to our strategy include:

- Use of data and teacher assessments to identify gaps in learning, continuously reviewed through ongoing informal assessments and termly NFER standardised assessments

- To prioritise reading development, as the key to wider access to the curriculum, with a focus on phonics, fluency and vocabulary development
- To ensure all staff teaching early reading skills are trained in the Read, Write, Inc. approach
- To ensure access to enrichment opportunities throughout the year to broaden pupils' exposure to social, cultural and learning events
- To ensure that all pupils have access to the internet by providing chrome books if a need is identified
- To ensure that all pupils know how to use the internet appropriately and are able to keep themselves safe online at all times
- To widen pupils' access to emotional support, by increasing ELSA capacity within the school

## Challenges

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

Challenge number	Detail of challenge
1	Education Endowment Foundation (EEF): Research has found that the attainment gap between disadvantaged pupils and their peers has grown as a result of national lockdown
2	Some children are in several vulnerable groups (e.g. SEN and EAL) and have difficulties meeting expected attainment levels for reading, writing and maths
3	Punctuality and attendance remain a barrier to learning for some children; disadvantaged children typically have lower rates of attendance than their peers
4	School closures during lockdown means consideration must be given to the loss of English language learning time and general loss of learning for all pupils; particular attention must also be paid towards pupils learning English as an additional language and pupils with additional speech and language needs
5	School closures during lockdown meant that children were not able to participate in extra curricular and wider cultural and learning experiences; disadvantaged children often rely on schools for access to these experiences
6	We have identified needs and are closely monitoring safeguarding and emotional wellbeing within the school community

## 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
1. Disadvantaged and vulnerable children will develop good language, communication and literacy skills	Pupils will make expected or better than expected progress in language and literacy learning via EAL assessment tracking, differentiated classroom learning, targeted TA support and speech and language interventions
2. Pupils will have a secure knowledge of phonics as a foundation to them developing secure reading skills	Pupils from Reception to Year 3 will make expected or better than expected progress from following differentiated phonics programmes
3. Pupils are identified and targeted for effective interventions to boost progress so that they make expected progress or greater	Data tracks progress over the academic year and will be in line with expectations
4. Pupils are identified where attendance and punctuality are poor and school engages with parents to encourage good attendance habits	Pupils increase their attendance to accepted averages, via increased engagement and support of parents by school, to overcome barriers to attending school regularly
5. Pupils will be encouraged to participate in extra curricular activities such as after school clubs and trips to broaden their wider experience of the curriculum	All vulnerable and disadvantaged pupils to attend at least one extra curricular activity and to participate in all school trips over the course of each academic year
6. Pupils are taught to keep themselves safe online and have access to emotional support where necessary	ELSA expanded across the school to meet demand; ongoing e-safety lessons during ICT for all pupils.
7. There will be no barriers to learning due to lack of ICT equipment	School will identify children and families where access to the internet is an issue. School will provide equipment such as chrome books or wifi routers to ensure all pupils are able to complete home learning activities with appropriate technology

## 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: £ [18,658]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Quality first teaching	<p>Education Endowment Foundation (EEF): “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p>Learning is scaffolded and TA time is targeted strategically to address a particular gap in learning for identified pupils</p>	1, 2, 4
Phonics boosting YR-3	<p>Education Endowment Foundation (EEF): Fresh Start has been tested through a previous EEF efficacy trial involving ten secondary schools and 433 Year 7 pupils. The study randomised pupils within each of the schools and focused particularly on pupils who did not achieve a level 4 on their Key Stage 2 SATs. The project found a positive impact on all pupils of an additional three months’ progress over the course of an academic year. Read, Write Inc. Phonics uses identical techniques with younger children with the aim of preventing reading difficulties so that later interventions aren’t required or so that the number of children who need them is minimised.</p>	1, 2, 4
Staff training on Read Write Inc approach to phonics	See above statement	1, 2, 4
Provide pupils access to appropriate technology to ensure that they are able to complete home learning tasks	<p>Education Development Trust report May 2020:</p> <p>“Where online learning is pursued, evidence has shown that ensuring access to technology is especially important for disadvantaged students. Many reviews have identified a lack of technology as a barrier to successful remote learning”</p>	7

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

Budgeted cost: £ [16,420]

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tuition Programme Allocation	Pupils who will benefit from boosting in specific areas identified by class teachers via ongoing assessment data. Progress tracked by review of termly data and evidence of skills and knowledge attained shown in pupils' subject books.	1, 2, 4
Small group booster sessions led by AHT; Plus Senco and TA led interventions	Pupils who will benefit from boosting in specific areas identified by class teachers via ongoing assessment data. Progress tracked by review of termly data and evidence of skills and knowledge attained shown in pupils' subject books.	1, 2, 4
SALT trained TA running targeted interventions	ELKLAN is a proven speech and language training programme for TAs. School's trained TA has additional speech and language training, to support speech and language development in conjunction with the school's attached speech therapist; TA also attends termly network meetings run by speech therapists	1, 2, 4

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

Budgeted cost: £ [7,537]

Activity	Evidence that supports this approach	Challenge number(s) addressed
HT Regular meetings with attendance officer and follows up with support from school to enable	EEF guidance on attendance interventions: "Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz	3

<p>parents to improve pupil attendance and punctuality</p>	<p>&amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.”</p> <p>School will track attendance over time, with the aim that all pupils are attending within accepted national guidelines</p>	
<p>Additional ELSA capacity in school</p>	<p>EEF guidance report on social and emotional health:</p> <p>“There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.”</p> <p>School will monitor the impact of pupil progress over time pupils who have received ELSA support</p>	<p>6</p>
<p>E-safety is taught during ICT sessions</p>	<p>NSPCC Learning:  <a href="https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools">https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools</a></p> <p>“Schools have a dual responsibility when it comes to e-safety: to ensure the school’s online procedures keep children and young people safe, and to teach them about online safety, in and outside of school.”</p> <p>School will monitor pupil e-safety, with the aim that there are no concerns raised regarding pupil safety online</p>	<p>6</p>
<p>Pupils are given opportunities to participate in extra-curricular activities such as clubs and subsidised school trips</p>	<p>Sutton Trust Life Lessons report October 2017:</p> <p>“There is wide recognition of the importance of such life skills, with 88% of young people, 94% of employers and 97% of teachers saying that they are as or more important than academic qualifications. There are also substantial socio-economic gaps in access to extra-curricular activities,</p>	<p>5</p>

	<p>with pupils from disadvantaged backgrounds less likely to take up activities than their better off peers (46% compared to 66%), with just half of those receiving free school meals (FSM) taking part.”</p> <p>School will offer opportunities to attend extra-curricular clubs and subsidise school trips for all disadvantaged children and will monitor participation over the school year</p>	
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**Total budgeted cost: £ [42,615]**



## 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?*

NFER assessments have been purchased by the school to ensure standardised tracking of pupil attainment and progress over time. Pupils in all year groups are assessed termly and results analysed by class teachers, the assessment co-ordinator and other staff members such as the Head Teacher and Senco to inform understanding of individual and cohort progress and attainment.

### 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
NFER Assessment tools	NFER
Read Write Inc phonics programme	Read Write Inc.

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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## 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.*

N/A