

## Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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                         |
| Number of pupils in school  | 372                              |
| Proportion (%) of pupil premium eligible pupils   |                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025                        |
| Date this statement was published   | November 2022                    |
| Date on which it will be reviewed   | July 2023                        |
| Statement authorised by   | Mr <a href="#">Amir Lemouchi</a> |
| Pupil premium lead  | Mrs Sophie Bannon                |
| Governor / Trustee lead   | Canon A Ademola                  |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £87,255 |
| Recovery premium funding allocation this academic year  | £9,135  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £96,390 |

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At St. Margaret's we believe we can develop confident, independent pupils who have the freedom to follow their own lines of enquiry, learn from their mistakes and who are not deterred from trying new ways of working, our children will become 'life-long learners' within their chosen future occupation. All of our policies and schemes of work are based on this mission – from classroom environments to behaviour. All of us here are 'life-long learners' and the school invests much time, effort and finance into staff development – ensuring our staff are fully equipped for the wonderful job that they do each day. St Margaret's is a school with a living connection with the local faith and wider community. As a church school, we have always sought to express our Christian ethos in practical ways that make a difference.

We recognise that the most important factor affecting each pupil's success is the quality of teaching and learning and therefore at St Margaret's we ensure that all pupils are in receipt of high-quality learning experiences which are carefully planned, sequenced and delivered with thoughtful pedagogy based on how children effectively learn. Through quality first teaching and increased opportunities for reinforcement of learning both in class and through our intervention program, we endeavour to ensure that our children make progress in all areas of the curriculum. We track our pupils throughout their schooling to ensure that they make good progress and our results surpass national expectation. Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential as long as the provision meets their needs. We therefore strive to remove the barriers to learning created by poverty, family circumstance and background.

We aim to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged, counterparts as well as developing each pupils confidence in their own ability, developing resilience in order that they can look after their social and emotional well-being.

The ultimate objectives for our pupils who are in receipt of people premium:

- Using targeted interventions effectively to ensure that we are closing the gaps of PP pupils in terms of the progress they make in school and ensuring that each makes significant progress. We ensure that appropriate provision is made for pupils who belong to vulnerable groups

- To continue, through our Young Transformers programme, to provide opportunities where pupils are able to make a difference and strive for change in their local communities and beyond. This active involvement creates opportunities for the pupils to improve their self-esteem and motivation to enable them to develop the confidence needed to trust their own abilities, resilience, a positive mindset, qualities and sound judgement
- To provide opportunities for our pupils to have enrichment experiences which they may not experience otherwise, due to financial pressure at home. We recognise that many attractions in and around London are expensive and beyond the reach of our families – putting them at a disadvantage. By providing these experiences to our PP pupils they are exposed to this additional knowledge and understanding of the wider world.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Ensure Quality Teaching:</b> To ensure that our staff are all demonstrating a level of teaching standard that is good or above. There must be a number of measures in place to ensure that this happens at St Saviour's on a daily basis – with regular CPD and monitoring |
| 2                | <b>Engage and Involve PP Parents in their child's education:</b> Develop the relationship between school and families to enable parents and carers to be involved in their child's learning   |
| 3                | <b>PP Pupils Achieve ARE or Beyond:</b> We want to ensure that all our PP pupils achieve at least age-related expectation and there are no gaps between their progress and the progress of other pupils.  |
| 4                | <b>PP Pupils to Access Range of Enrichment Activities:</b> Our pupil premium children must have access to planned enrichment activities which will expose them to sports and events that they would not otherwise experience.   |
| 5                | <b>Improve PP Pupil's Cultural Capital:</b> For our pupil premium children to take part in a number of trips to develop their cultural capital and further their knowledge and understanding of the world through hands-on experiences and visits.                            |
| 6                | <b>Our PP Pupils have Access to Quality Resources:</b> To ensure that our pupil premium children have access to quality literature and are able to approach reading with confidence and understanding.  |

|   |  |
|---|--|
| 7 | <b>Our PP Pupils Have a Healthy Balanced Diet:</b> Ensure that all our pupil premium children are not hungry and have access to a healthy diet through school food provision.                          |
| 8 | <b>Aspirational Careers for PP Pupils:</b> For our pupil premium children to be exposed to opportunities in STEM related projects to provide an interest and ambition in a future career in this area. |

## 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  |
|--|---|
| To ensure that the quality of teaching at St Margaret's remains high. This is achieved through the series of measures that are in place. These include an outstanding programme of bespoke professional development and CPD opportunities for every member of staff; the embedding of the tri-coaching model, to support and develop all members of staff through the regular mentoring, modelling and monitoring of all staff members | All monitoring from internal and external audits outlines quality first teaching at all times in all classrooms and groups across the school.<br>Assessment data, pupils work, formal and informal monitoring provides further evidence that all teaching is at least good across the school.<br>All staff have access to bespoke targeted training, professional development and CPD |
| To provide a number of strategies and interventions to enable all PP pupils to achieve an attainment level and sustained progress in line with other pupils at St Margaret's C of E Primary School.  | A clear system of interventions and support packages are in place across the school to ensure that the needs of all pupils are being met. This is constantly under review to highlight any tailored learning which does not address gaps and facilitate rapid progress.   |
| By providing a series of support measures and monitoring data we achieve an attendance target set at 96.5%+ for our PP pupils  | Our Senior Leaders and Learning Mentor monitor attendance and lateness, working with families who need support with regards to both issues. Classes and individuals are rewarded for good attendance and time keeping, promoting and highlighting the figures. Attendance figures improve and this is reflected in academic achievement   |
| To provide a wide range of extracurricular activities which engage our pupil premium children and ignite passion and interest in areas/activities/sports which they might not have otherwise had access to.  | There is a range of extracurricular activities timetabled across the year in which our pupil premium children are actively engaged. This provides them with a range of experiences in which they can engage in later life –   |

|  |   |
|--|---|
|  | stimulating interest and discovering unharnessed abilities.   |
| To create a STEM programme involving a series of activities and expertise delivered by external providers which provide aspirational experiences for our PP pupils in terms of influencing their future success and career motivations | Targeted support and encouragement for PP pupils to engage in STEM activities and projects to highlight opportunities for careers in this field in later life. The interest provides a springboard on which they can be influenced regarding subject options further on in their school career, which will form the foundation for a career in these areas. |
| To provide activities that equip our pupil premium children with the critical skills they will need to succeed socially and academically, including improved self-esteem and resilience.   | A curriculum that is designed to provide positive images of self with resilience and motivation, creating a culture in which every pupil sees themselves as an achiever who is capable of success in which ever field they seek to enter. PP pupils to be involved in debate and discussion groups which reinforce positive mindsets                        |

## 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: £36,290

| Activity  | Activity Actions Outline   | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|--|-------------------------------|
| <p>A quality program of ambitious CPD rooted in classroom practice to develop the quality of teaching through bespoke targeted training aimed at teachers at all stages of their teaching careers</p> | <p>Lead an ECT program for Early Career Teachers with the aim of them becoming outstanding practitioners by the end of the academic year.</p> <p>To develop our tri-coaching model with all teachers who are at different stages in their careers – matched to highly effective coaches who will support them to consolidate their performance at outstanding</p> <p>To further develop Specialist Leaders in Education to work in school and develop further experience through outreach work.</p> <p>To continue to implement our accelerated leadership program investing in and supporting ALPs development into leaders of the future</p> | <p>Good to outstanding teaching is the greatest lever schools have to improve outcomes for disadvantaged children</p> <p>Retaining outstanding practitioners through professional development ensures disadvantaged pupils have the best quality of teaching on offer.</p> <p>Using consistently outstanding leaders and teachers to specialise in an area, allows us to plan a rigorous and effective CPD programme.</p> <p>The Leaders of Learning on the Accelerated Leadership Programme will lead the PP strategy in school together with the HOS.</p> <p><a href="https://www.gov.uk/government/news/schools-white-paper-delivers-real-action-to-lev-el-up-education">https://www.gov.uk/government/news/schools-white-paper-delivers-real-action-to-lev-el-up-education</a></p> | <p>1 and 3</p>                |

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

Budgeted cost: £104,860.28

| Activity  | Activity Action Outline   | Evidence that supports this approach   | Challenge number(s) addressed |
|---|---|--|-------------------------------|
| <p>Bespoke tailored intervention programs designed to accelerate progress and ensure that all pupil premium pupils achieve at ARE or above – diminishing the difference in attainment and progress between PP and non-PP pupils</p> | <p>Each year group to implement assessment for learning groups with effective timetabled programs for all additional adults.</p> <p>Targeted additional support through additional AFL classes in three targeted year groups</p> <p>Effective provision mapping to identify the needs of all pupils</p> <p>Focused intervention groups for PP pupils identified as below ARE - including focused targeted interventions in maths, reading and grammar.</p> <p>Funded offering of Saturday School, phonics school and Saturday achievement schools – keeping parents informed through our workshops</p> <p>Boosters led by subject leaders and senior leaders targeted to raise attainment across each year group with bespoke planning to suit the needs of pupils in reading writing and maths</p> <p>February school, Easter school and summer school for PP pupils in year two, three, four, five, and six</p> <p>Phonics school for years 1-3 all year round</p> <p>Daily interventions led by TAs targeting PP pupils to ensure that gaps in understanding are addressed</p> | <p>Using a structured intervention, staff can swiftly close progress or attainment gaps in a key area. Through our close data tracking we can monitor the impact of our support.</p> <p>In order to plan effective and impactful interventions we focus first on the desired outcome and design a measurable bespoke programme of support, which allows us to assess the impact of the programme.</p> <p>We prioritise interventions within the teaching and learning policy, then they're more likely to have a sustainable impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p> | <p>1, 2 and 3</p>             |
| <p>To ensure that our PP pupils have access to STEM technologies to afford them the same opportunities of their peers; to raise ambitions of their future and possible career in</p>  | <p>Target PP pupils to be involved in projects and challenges involving STEM technologies - ensure that the school has a range of this technology on offer to enrich the learning experiences of PP pupils.</p> <p>PP pupils to use a VR headsets to enhance learning experiences and offer virtual reality to ensure that learning is engaging</p>   | <p>STEM subjects are important in schools because they serve as the fertile ground from which future technical workers and industry leaders will be nurtured. STEM subjects provide the intellectual foundations and tools for future scientists, inventors, and engineers.</p>  | <p>6 and 8</p>                |

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|---|---|---|----------|
| <p>STEM based careers</p>   | <p>Our more able PP pupils to be involved in robotics workshops enabling them to learn how to build and program robots.</p> <p>School enrolment in the robotics program at Imperial College which targets female PP pupils to engage with science and technology</p> <p>To include our PP pupils in computing technology and the use of tinkercad to enable them to design and produce 3-D objects using a 3-D pen and printers</p> <p>Ensure that our science resources and science leader is up-to-date with all available current practice/resources linked to STEM technologies, including Emperi box.</p>  | <p>Science, technology, engineering and mathematics (STEM) education puts an emphasis on preparing future generations to be successful in their careers. The skills gained from STEM education extend beyond those needed to be successful in STEM fields, preparing children with varied interests who move into any industry to have valuable skill sets that allow them to be successful. STEM-based education teaches children more than science and mathematics concepts. The focus on hands-on learning with real-world applications helps develop a variety of skill sets, including creativity and 21<sup>st</sup>-century skills.</p> <p><a href="https://stemlearning.in/why-is-stem-education-so-important/">https://stemlearning.in/why-is-stem-education-so-important/</a></p> |          |
| <p>To raise the attainment of our PP pupils through a book-based curriculum</p> | <p>To expose our PP pupils to high-quality text with rich vocabulary to ensure that their reading and comprehensive skills are improved. Consolidating our book-based curriculum and topping up our literature on a rolling program to ensure that every child has access to these high-level texts.</p> <p>Use our reading recovery program to boost pupils reading ability and close gaps rapidly</p> <p>To focus and target teach PP pupils in year five the corrective reading program to rapidly improve reading speed and comprehension</p> <p>To ensure that the reading areas in our classrooms are inviting and promote reading – encouraging children to take books out to read at home</p> | <p>Where children are familiar with a text and vocabulary, they are confident to use authors' style and language in their own writing</p> <p>Pupils are engaged, prepared and knowledgeable about subject they study- it offers them a context and narrative for their new knowledge in afternoon lessons</p> <p>Corrective reading is a intense and highly structured reading programme which targets decoding skills before moving onto comprehension</p> <p>Making quality books available to all children guarantees that children read at home and further develop their vocabulary and knowledge of the world.</p> <p>Listening to children read encourages pupils to read aloud for pleasure. Having rich conversations about text improves comprehension and engagement</p>         | <p>6</p> |



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|  |  | <p>Targeting particular pupil premium children for a reading recovery intervention will raise reading skills and self esteem</p> <p>The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p> <p><a href="https://literacycounts.co.uk/research-influences/">https://literacycounts.co.uk/research-influences/</a></p> <p><a href="https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum">https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum</a></p> <p><a href="https://clpe.org.uk/system/files/What%20We%20Know%20Works%20-%20Choosing%20%26%20Using%20Quality%20Texts.pdf">https://clpe.org.uk/system/files/What%20We%20Know%20Works%20-%20Choosing%20%26%20Using%20Quality%20Texts.pdf</a></p> |  |
|--|--|---|--|

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

Budgeted cost: £13,195

| Activity  | Activity Action Outlined   | Evidence that supports this approach  | Challenge number(s) addressed |
|---|--|---|-------------------------------|
| Ensure that our PP pupils are able to access the extracurricular events and extended school services that we provide. | <p>Our PP children to receive the same level of experimental learning through inclusive access to a range of enrichment, clubs and events that are embedded across our school.</p> <p>Funded places at breakfast and after-school clubs including football, athletics, martial arts, chess, coding, robotics, science, art festival, BHM, boosters and our forest school</p> | <p>The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live</p> <p>Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these</p> | 4 and 5                       |

|  |   |   |                |
|--|---|---|----------------|
|  |   | <p>experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p> <p>Our school's pupil premium strategy sets out to support pupils who may be at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances. The school aims to remove barriers to pupil premium students' academic achievement and ensure they can participate in the curriculum and enrichment activities at an equal level.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p>  |                |
| <p>To provide experiences and opportunities for our PP children linked to the curriculum</p> | <p>To provide funding to enable our PP pupils to participate in trips linked to topics across each academic year group to enable our PP children to access the detailed knowledge gained through trips in the chosen subject area</p> <p>Targeted trips to enhance learning experiences and provide new opportunities improving cultural capital for a PP pupils. This includes day trips to restaurants, exhibitions, the seaside and a number of themed days that enhance learning.</p> <p>Our young transformers program to put our vision into practice - providing PP pupils with the opportunity to be courageous advocates for positive change. Increasing their confidence to be change makers for the present and the future.</p> <p>For our Y4 pupils to visit the alpacas. Once there they will have the opportunity to lead, feed and stroke the alpacas providing them with memorable experiences and to</p> | <p>Educational trips can help develop children's self-esteem, self-confidence, and self-belief. It gives all pupils the chance to experience cultures, respect differences, and develop new friendships with their peers and thus broaden their horizons and knowledge.</p> <p>A school trip can provide students with practical memories and experiences of the subject. These are much easier to recall and give students the chance to deepen their understanding of the subject; as well as giving the pupils an experience of the importance of a subject in the 'real world'.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-e">https://educationendowmentfoundation.org.uk/education-e</a></p> | <p>4 and 5</p> |

|   |  |  |            |
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|   | reinforce knowledge around the alpaca topic  | <a href="#">vidence/teaching-learning-toolkit/outdoor-adventure-learning</a>   |            |
| Funded access to breakfast and after-school clubs which include healthy breakfast and/or tea. This will ensure that our PP pupils are not hungry and are receiving a varied diet. | <p>Funded places at breakfast and after school clubs offered to all PP pupils</p> <p>To include PP pupils in initiatives like our UberEATS scheme – teaching children about food nutrition, food preparation as well as aspects of marketing and selling – highlighting the targeted selling techniques of less healthy options in the marketplace.</p>  | <p>Children need healthy and nutritious food to thrive – physically, mentally, emotionally and academically. Support in providing assistance with the provision for low income families means that there is less pressure on families and the children’s access to healthy nutritious food is not compromised.</p> <p>Our food related initiatives teach children how to make informed choices about food</p> <p><a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/#:~:text=Breakfast%20consumption%20in%20children%20has,task%20behaviour%20in%20the%20class">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/#:~:text=Breakfast%20consumption%20in%20children%20has,task%20behaviour%20in%20the%20class</a></p> | 7          |
| To encourage parental engagement to support and improve PP pupils in their academic and SMSC learning   | <p>Build up the relationship between PP parents and school, using targeting parents to encourage them to attend workshops regarding school content and curriculum, so they feel more involved in their child’s learning. Individually invite PP parents to open morning sessions, to provide them with opportunities to work alongside their children, so they are more informed of teaching methods, content and expectation</p> <p>Where we are aware there is a need – support parents in accessing school material. Providing any resources that may assist the pupils and enable parents to assist their children</p> | <p>One of the proven predictors of academic achievement is a family’s engagement, which has a direct positive impact on a child’s learning success. When families are engaged in their children’s school lives, students have the home support they need to develop a lifelong love of learning.</p> <p>Encouraging family engagement is one of the best strategies to create a positive learning environment for all students and it describes a situation in which families and teachers share the responsibility to help students reach their academic goals. Developing this opportunity to work in partnership with parents means that families are committed to making their child’s education a priority, and teachers committed to listening and collaborating with families.</p>  | 1, 2 and 3 |

|  |  |  |   |
|--|--|--|---|
|  |  | <a href="https://www.parentkind.org.uk/for-schools/parents-matter-the-research">https://www.parentkind.org.uk/for-schools/parents-matter-the-research</a><br><br><a href="https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement">https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement</a>   |   |
| To continue to promote safe and environmentally friendly travel to and from school | To take part in local initiatives promoting safe areas around our school, teaching our pupils about road safety and awareness on our roads – highlighting risks and promoting environmentally friendly travel – 5 foot bicycle or scooter. | <p>Evidence shows that some groups of children are not aware of the dangers of traffic. They need training on how to negotiate roads.</p> <p>Cycling and Scooter proficiency means that they are more road aware and encourages our PP pupils to travel to school by foot, scooter or bike – improving all round health.</p> <p>Safer streets initiative will continue to support the many PP pupils who travel to school independently. It will reduce the number of traffic related incidents</p> <p><a href="https://www.rospa.com/road-safety/advice/pedestrians/children-road-safety">https://www.rospa.com/road-safety/advice/pedestrians/children-road-safety</a></p> | 1 |

**Total budgeted cost: £154,345.28**

## 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?*

At St Margaret's we ensure that our children are given the best opportunities which means that we invest in our staff with continued professional development. We believe that we are all life-long learners and want to ensure that our staff are fully equipped in providing our children the best opportunities. We recognise that 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.

It is important that we consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. This year, the children have worked in their Assessment for Learning groups. Teaching was pitched specifically to ensure each child would make accelerated progress. Through monitoring cycles and data collection, it is clear that this approach has benefited the children greatly as children show improved attainment across the board with our pupil premium children making progress in line with or above their peers. The most vulnerable pupils in two year groups have had further support from our most experienced teachers and leaders to consolidate learning. The impact of this provision shows that those children have gained in confidence, motivation and self-esteem and feel more able to achieve independently as a result.

Our interventions have been running all year round for every year group. Teachers and support staff have been trained to run effective groups and assessments that supported us to work with the children (including pupil premium children) who were in need of closing learning gaps. Smaller ratios and timed sessions meant that children unpicked their key misconceptions. Repeated sessions enabled teachers to target needs; therefore, consolidating core learning which children used in class and in assessments. Assessment and monitoring cycles show the interventions have been well led and shown to be highly effective in closing gaps.

Throughout this academic year we have also operated a series of additional learning opportunities through our Saturday Plus Program, Our Achievement School, morning boosters, phonics school, Easter school – which are all designed specifically to address learning gaps, targeted at our PP pupils. These highly effective boosters are led by our experienced teachers and leaders and this quality first teaching has resulted in children making excellent progress.

We have ensured that our PP pupils have had access to the same exciting experimental learning opportunities as their peers throughout the year. Clubs and extended services have run successfully with many children attending sessions. Pupil premium children have been able to join a wide range of clubs ranging from drama sessions to phonics in forest school without extra costs. By offering a wide range of clubs, no child has missed out on the opportunity to learn outside of normal school hours. Clubs continue to be very popular and were well attended throughout the year. We have guaranteed support for our PP families to ensure that these pupils are able to access our excellent extracurricular offer.

Our higher and middle performing PP pupils have taken part in targeted STEM lessons to improve their understanding of science and engineering. This has included input from professionals who are able to demonstrate how science is applied in real life, through a series of interactive workshops.

We are confident that the measures that we have put in place have had a positive impact on our PP pupils. Our drive for excellence in the classroom means that quality first teaching takes place in every classroom and in every intervention group, day in, day out. Close tracking of data and targeted support means that our PP pupils receive bespoke intervention programs to ensure that they are on track and making progress in line with their peers. A number of other measures ensure that our PP pupils receive the same level of experimental learning, off site learning and are able to access a range of enrichment activities, clubs and events as well as targeted involvement in STEM opportunities and debate.

#### KS2 SATs results

|          | National ARE | ARE | GDS |
|----------|--------------|-----|-----|
| Reading  | 74%          |     |     |
| Writing  | 69%          |     |     |
| Maths    | 71%          |     |     |
| SPAG     | 72%          |     |     |
| Combined | 59%          |     |     |

#### Year 5 Times Table Results

#### KS1 SATs Results

#### Phonics

## 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 |
|-----------|----------|
|           |          |

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## 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?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## 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.*