



St Margaret's
Church of England Primary School

Pupil premium strategy outcomes report

June 2023

This year at St Margaret's, we have seen a wide number of positive impacts as a result of our pupil premium strategy. This has led to improved teaching and learning, targeted and impactful interventions alongside wider strategies to increase capital and engagement.

A high quality **ECT (Early Careers Teacher) package**, noted by the borough's ECT lead as being '*the most impressive Core Induction programme put together for your ECTs with a structured programme of development, support and professional dialogue*', has led to all existing ECTs completing the Teacher's Standards. Part of this, our tri-coaching model has been delivered to all ECTs, has provided a bespoke programme for individuals based on their needs. As a result, the progress made by each ECT has been rapid with pupils having access to better teaching. The school has also provided additional coaching and training, alongside mentor support, to ensure that ECTs are well supported throughout the year.

The **tri-coaching model** has also proved to be beneficial for more experienced teachers too. The Executive Leader and other senior leads have also provided teachers with tri-coaching programmes to ensure that all pupils throughout the school have access to outstanding teaching over time. This support has also been supplemented by **ongoing, weekly CPD** (after school and during assemblies) focusing on teaching and learning on a range of aspects, such as retention of knowledge, assessing learning and development of vocabulary. The quality of teaching has therefore remained high – leading to another year of successful outcomes for pupils.

Our **Accelerated Leadership Programme (ALP)** for leaders is a highly effective driver for school improvement and raising outcomes. For example, one ALP project, based on raising Year 4 Multiplication Timetables Check results, was successful because it led to higher than national average outcomes. This year, the average school score, out of 25, was 23.97 (slightly above from last year's 23.8 – with the national average being 19.7). Additionally, those attaining the score of 25/25 was 65% (national 27%) - **for those entitled to pupil premium funding it was even higher at 81%, as 13/16 attained a score of 25**. For **both non and disadvantaged, 88% attained 23+ - indicating no academic difference between disadvantaged and non-disadvantaged** due to high quality intervention and strategy. A high focus on the MTC, led by the ALP, was actioned through weekly interventions, regular meetings with staff and access to technology on a daily basis for all pupils.

Other ALP projects also included improving the bottom 20% of writing in Year 4 (with successful outcomes through twice per week interventions, modelling lessons and additional groupings for further input) and raising attainment in arithmetic for Year 5 through strategic teaching and data-driven provision.

We have provided pupils with **focused teaching groups** to ensure high and sustained progress throughout the year. Pupils in Year 2 have attained higher than national average with 87% combined expected – this has also been agreed through external moderation. Of the 11 disadvantaged pupils that started Year 2 at St Margaret's, **10 (91%) attained expected or higher combined for reading,**

writing and mathematics (note: 1 mid-year starter to the year group did not reach the expected standard).

Interventions, providing additional, targeted support, have also been successful. Our **phonics school** has also led to the same higher than national outcomes. The before and after school provision, to increase those reaching the expected standard in phonics, supporting our daily efforts led to **100% of those entitled to pupil premium passing the phonics test** (with 98% of the overall year group passing). Other interventions such as 'Thou Shall Not Pass', LEGO therapy and Mathe Pre-Teach have also proven to be highly beneficial.

This year we have continued our funded **Saturday School** (Y6) and **Achievement School** (Y4 and Y5) to support pupils in years 4-6 on a weekly basis with additional reading, writing and mathematics. This, together with **high quality teaching, before/after school boosters and Easter School** has resulted in better outcomes for targeted pupils. For example, **88% (all but one) of Year 6 disadvantaged pupils are on track to attain expected or higher in all core subjects.**

Aside from our outstanding outcomes across the school, we have sought to **widen opportunities** for our pupils. For example, disadvantaged pupils in Years 3 and 4 had access to the Imperial College, London to take part in an advanced robotics workshop with resources usually unavailable in the primary sector. This was also impactful due to being led by a number of female research graduates, providing the group with strong, female role models. Other events have included a fully funded London bus tour for Key Stage 2 pupils (41 children), widening their experience of our capital and its landmarks which they would not have otherwise accessed. **STEM technologies** continue to enrich the curriculum with VR headsets, 3D pens and 3D printers. We have also provided a programme of after school activities (invitation only) for disadvantaged pupils. For example, during the spring term, targeted pupils were provided with a STEM-rich Minecraft programme to further enhance coding and wider skills. In addition to this, all pupils have had funded **access to a number of professionals** in the science field and beyond to provide visiting workshops, experiments and talks to enrich education and inspire all pupils.

Extra-curricular events have been provided at a reduced cost, and in some cases free for those from disadvantaged families. We have ensured that there is an equal level of capital through funded places in after school clubs such as boxing, cricket, gymnastics, sports bonanza have been available throughout the academic year. In addition, places at Smarties (**before and after school provision**) for families in need have helped support working parents. Our wide and extensive offer, alongside strategic timetables to ensure that all children have access to clubs throughout the year, has ensured that there are no boundaries to a wider range of experiences.

We believe that all our students should experience events and activities that will give them a better insight into the world around them; which will help to bridge the gap between the experiences that other children from more affluent communities already receive. Our **Young Transformers** program is designed for the children of St Margaret's to become makers of changes by developing the 5Cs. These core principles are **creativity, curiosity, community, caring and confidence**. Each term, the children have experienced a tailored activity, designed to build and strengthen these 5 core values.

Throughout the year, all year groups are provided with a menu of activities at a reduced cost or free, focused on these values. During the Summer term, for example, Reception visited Mudchute farm and learned how to care for animals, they interviewed volunteers who help the animals in the community and develop their confidence when handling animals. Rebecca in Reception commented, "The goats nibbled my hand and it tickled me. At first I was scared but that's their way of being nice."

Another example of the great learning experiences that are generated from our Young Transformers programme comes from Year 5. This term, the children took part in the WiseUp team building workshop, which supported them in developing their communication and teamwork skills. This workshop encouraged students to support each other, and promote the community wellbeing of their cohort. It is particularly pertinent for the disadvantaged members of our community to ensure wide, change-making experiences that develop character. These experiences, together with our high-quality teaching and interventions, have led to our disadvantaged pupils having thrived.