



St. Margaret's C.E. Junior School



PUPIL PREMIUM FUNDING IMPACT ANALYSIS 2020-21

Our school motto: Everyone is Valued...Everyone is Motivated...Everyone Achieves.

This affirms our commitment to ensuring that all children are given the best possible chance to realise their potential. High expectations are set for everyone and we use pupil premium funding to provide a range of high quality, rich learning experiences, with a focus on vulnerable individuals or groups. We assess individual needs, devising a range of strategies to overcome barriers to learning.

Area of Spend	Budgeted Cost	Planned Provision	Intended Outcomes/Impact
Subsidising pupil activities	£3000	<ul style="list-style-type: none"> ○ Trips & visits, including residential visits ○ Extra-curricular clubs & activities ○ Music tuition & resources 	<ul style="list-style-type: none"> ➤ Vulnerable pupils can access a range of rich curriculum opportunities ➤ Improved self-confidence and social skills in targeted pupils ➤ Resilience for learning
Cost of school meals	£6000	<ul style="list-style-type: none"> ○ Meals funded 	<ul style="list-style-type: none"> ➤ Eligible pupils receive their meal entitlement
Resources and staff training to support teaching and learning	£3210	<ul style="list-style-type: none"> ○ Reading books & materials ○ Grammar/spelling resources ○ Maths equipment and resources ○ Cross-curricular materials to support writing ○ Digital technology ○ Relevant staff training ○ Bespoke/consultant training for teachers & TAs 	<ul style="list-style-type: none"> ➤ Range of resources supports quality learning ➤ Quality outcomes in books ➤ Enhanced teacher skills and provision ➤ Technology enhances pupil access to learning ➤ Staff boost progress of those who may fall behind ➤ All pupils make good progress
Analysis of Impact	<ul style="list-style-type: none"> ❖ Trips, clubs and outdoor learning = rich experiences for those pupils who may have less opportunities than their peers ❖ Outdoor learning experience maintained June-July 2020 ❖ Improved skills in a range of areas, including social skills and self-esteem ❖ Improved speech, language and self-confidence through sharing ideas and learning in these rich activities ❖ Updated resources = improved learning for all children. English books showed good and improving outcomes ❖ Homework resources supported acquisition of knowledge for all pupils ❖ Continuous staff training (CPD) = enhanced teaching and learning e.g. remote learning, reading... ❖ COVID: Careful and rigorous remote learning provision minimised the disruption to learning. Despite our best efforts, a small number of pupils progressed more slowly when not directly supported in the classroom (Data is detailed below) ❖ COVID: No KS2 assessment information for 2021 		
Additional Teaching Support and/or provision	£9000	<ul style="list-style-type: none"> ○ Additional teacher supports pupils, mainly in Y6 ○ Focused teaching support in smaller groups ○ Reading comprehension ○ Target pupil progress and learning gaps ○ Collaborative learning ○ Focus on vulnerable children ○ Self/peer assessment (metacognition) 	<ul style="list-style-type: none"> ➤ Effective feedback for all pupils ➤ Increased pupil confidence to share learning ➤ Focused teacher support boosts pupil progress ➤ Learning gaps addressed ➤ Quality outcomes in books ➤ Vulnerable pupils ready for KS2 tests & transition ➤ Self/peer work enhances learning
Teaching assistant support, including training	£1500	<ul style="list-style-type: none"> ○ Targeted support for pupils, including feedback ○ Nurture (social/emotional) & behaviour support ○ Programmes to target needs/gaps e.g. grammar, spelling or reading comprehension ○ Collaborative learning ○ Training for TAs 	<ul style="list-style-type: none"> ➤ Feedback & collaboration supports learning ➤ Improved pupil knowledge and skills ➤ Pupils have greater self-confidence / self-worth ➤ Good pupil outcomes, attainment and progress ➤ Improved progress for pupils who may fall behind ➤ Training boosts TA skills and enhances provision
Analysis of Impact	<ul style="list-style-type: none"> ❖ COVID: No KS2 assessments completed in 2021 – analysis of internal data included below. This is based on consistently applying our data tracking across all year groups, diagnostic tests and NFER standardised tests. ❖ COVID: We maintained emotional and nurture support, both in school and via contact with those at home, utilising MS Teams ❖ Attainment Reading: Y3 3/6 EXS+ (2 Above) / Y4 5/5 EXS+ (1 Above) / Y5 1/1 EXS+ (1 Above) / Y6 4/7 (2 Above) ❖ Attainment Writing: Y3 3/6 EXS+ (2 Above) / Y4 4/5 EXS+ (1 Above) / Y5 1/1 EXS+ / Y6 3/7 (2 Above) ❖ Attainment Maths: Y3 3/6 EXS+ (2 Above) / Y4 5/5 EXS+ (1 Above) / Y5 1/1 EXS+ / Y6 4/7 (2 Above) ❖ Progress: Vast majority on track from KS1 start points. Reading = 17/19, Writing 17/19 and Maths 17/19 ❖ We would like to have seen higher attainment in Y3 and the outgoing Y6, although their progress from start points was good. ❖ Remote learning provision maintained pupil well-being and academic progress, with excellent parental feedback ❖ Careful monitoring of pupils, adapted provision and targeted support had a positive impact, improving pupil progress ❖ Additional teacher support and small group tutoring had an impact on the pupils, shown by assessments and tutoring records ❖ Teacher led tutoring for smaller groups had positive impact – we recognise learning gaps and addressed quickly ❖ Teaching assistant support enabled pupils to share and assess learning and collaborate more effectively ❖ Nurture and behaviour support led to increased self-esteem so targeted pupils ready to learn, producing better outcomes 		
Wider curriculum provision	£4500	<ul style="list-style-type: none"> ○ Specialist teacher for every class to learn forest / outdoor skills ○ Extra-curricular 'Forest Club' for targeted pupils ○ Brass lessons for a whole year group ○ Wow workshops in school ○ Arts/theatre/drama workshops and shows 	<ul style="list-style-type: none"> ➤ 'Cultural capital' – richer experiences for pupils e.g. music, outdoor learning ➤ More resilient and confident learners ➤ Equal opportunities for all pupils to shine ➤ Exciting stimulus for cross-curricular work ➤ Workshops provide exciting learning & stimulus ➤ Pupils ready and keen to learn
Analysis of Impact	<ul style="list-style-type: none"> ❖ 'Learning in the Woods' maintained in Summer term, providing most pupils with rich learning experience and well-being as children developed good skills for life, including social skills and self-esteem ❖ Additional outdoor learning club gave vulnerable pupils exciting opportunities beyond the school day, boosting life skills ❖ Exciting stimulus for wider learning – cross-curricular planning ensured learning outside stimulated learning inside ❖ Opportunities to excel in range of activities enhanced pupils' skill, knowledge, self-esteem and resilience for learning ❖ Excellent writing across the school with consistent attainment and progress for all groups – good progress seen overall ❖ COVID: Y4 instrument tuition did not take place – rescheduled successfully in Y5 Sept 2021, utilising additional funding 		
Total Allocation	£27210		

Main barriers to educational achievement: (Historically, disadvantaged pupils of all abilities have not achieved as well as their peers)

- Lower self-esteem and emotional well-being – this can lead to disaffection and reduced engagement
- A lack of encouragement or less support for educational achievement at home, affecting self-motivation, interest and resilience for learning
- Difficulties in life reduce the emphasis being placed on academic achievement within families
- Reduced language development and reading skills – in addition this can affect self-esteem and motivation

Review of pupil premium: Annually in the autumn term

- The previous academic year is analysed for impact
- Funding for the new academic year is allocated

Rationale for Provision

- Find ways to help all pupils, particularly those who are vulnerable, achieve well
- Based on research from the [Education Endowment Foundation \(EEF\)](#)

Due to COVID-19, there were no Key Stage 2 assessments (SATs) in 2020 or 2021. Consequently, the DfE have not published performance measures for 2020 to 2021.