

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	St Margaret's Lee
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ian Wilson
Pupil premium lead	Ian Wilson
Governor lead	Ian Butcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,088
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69,088

Part A: Pupil premium strategy plan

Statement of intent

- *We want disadvantaged pupils to reach their full potential and be prepared for the next stage in their education.*
- *We also want disadvantaged pupils to experience a rich, full curriculum and provide opportunities for extra-curricular learning.*

Challenges

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

Challenge number	Detail of challenge
1	Parents and carers struggling to effectively support with learning at home (particularly for lower attaining children).
2	Parents and carers struggling with the cost of living and the impact this has on cultural capital and extra-curricular opportunities.
3	Children's mental well-being

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
Children leaving KS2 at the expected level or above for reading, writing and maths. Where this is not the case, progress from KS1 is <0	KS2 outcomes are in line with or greater than national average for our disadvantaged children.
Children have rich learning experiences throughout their time at primary school, both curricular and extra-curricular	% attendance at clubs, music tuition, trips, residential in line with or greater than non-disadvantaged.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training for new staff	EEF /DfE approved intervention scheme (Read Write Inc)	1

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

Budgeted cost: £36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics intervention tutoring (RWI Fresh start)</i>	EEF /DfE approved intervention scheme (Read Write Inc)	1
<i>Maths pre-learning and intervention tutoring</i>	EEF /DfE approved scheme (Powermaths)	1
<i>Small group teaching for Y5/6 RWM</i>	EEF approved	1
<i>1:1 tuition / small group tuition</i>	EEF approved	1

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play therapy</i>		3
<i>Bursaries and subsidies for curricular and extra-curricular enrichment (clubs, wraparound care, music tuition, residential etc.)</i>		2
<i>Funding free school meals</i>		2

Total budgeted cost: £ 69,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Over the past 5 years of statutory testing, children supported by the pupil premium have consistently finished their primary education well prepared for secondary school, with achievement at the end of KS2 consistently in line with, above or significantly above national in all subjects, when compared with **all children** nationally.

The following analysis provides the main evidence of impact. Due to the small group samples, the data is also grouped over four years.

Reading

Outcomes

Cohort	Number of pupils	WA school	WA school	WA national	GD school	GD school	GD national
2024	6	5	83%	74%	1	17%	28%
2023	7	6	86%	73%	1	14%	29%
2022	6	4	67%	74%	3	50%	28%
2019	4	3	75%	78%	0	0%	27%
2018	9	8	89%	75%	6	67%	25%
2018-24 combined	32	26	81%	75%	11	34%	27%

Writing

Outcomes

Cohort	Number of pupils	WA school	WA school	WA national	GD school	GD school	GD national
2024	6	6	100%	72%	1	17%	13%
2023	7	5	71%	72%	1	14%	13%
2022	6	5	83%	69%	0	0%	13%
2019	4	4	100%	73%	0	0%	20%
2018	9	9	100%	78%	3	33%	18%
2018-24 combined	32	29	91%	73%	5	16%	15%

Spelling, Punctuation & Grammar

Outcomes

Cohort	Number of pupils	WA school	WA school	WA national	GD school	GD school	GD national
2024	6	5	83%	72%	4	67%	32%
2023	7	6	86%	73%	3	43%	30%
2022	6	5	83%	73%	1	17%	28%
2019	4	4	100%	78%	0	0%	36%
2018	9	9	100%	75%	5	56%	34%
2018-24 combined	32	29	91%	74%	13	41%	32%

Mathematics

Outcomes

Cohort	Number of pupils	WA school	WA school	WA national	GD school	GD school	GD national
2024	6	6	100%	73%	3	50%	24%
2023	7	6	86%	73%	1	14%	24%
2022	6	5	83%	71%	1	17%	23%
2019	4	4	100%	79%	0	0%	27%
2018	9	8	89%	75%	5	56%	25%
2018-24 combined	32	29	91%	74%	10	31%	25%

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?

Our results for end of KS2 are very encouraging and reflect the ambition of the school to ensure disadvantaged children succeed.

The enhanced take-up of club and music tuition places has had a noticeable impact. The music leader has highlighted a significant improvement in outcomes, demonstrated in the St Margaret's Music Festival in the summer term.

Every child supported by the pupil premium had a free sport **and** arts place for the whole year. This has had an impact on physical and mental well-being, as well as enhancing cultural capital.

We intend to continue this model for 2024-25

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
Phonics	Read Write Inc
CUSP	Unity Schools
White Rose Maths	White Rose