

Pupil premium strategy review: St Margaret's C of E VA School

Due to the COVID 19 pandemic, this review is different in nature. Due to National school closures and partial re-opening, we have not been able to provide and analyse a range of data such as progress, attainment or attendance. Some areas of intended spend did not go ahead due to the pandemic. The school closed to most pupils in March 2020, opening to different year groups as the academic year progressed.

Summary information					
School	St Margaret's C of E VA School				
Academic Year	2020/21	Total PP budget	£38,820	Date of next PP review	Jan 2021
Total number of pupils	104	Number of pupils eligible for PP	33	Date for next internal review of this strategy	10Feb 2021

Area of spend	Contribution from PP	Description of Intervention (Identification by Sutton Trust/Education Endowment Foundation)	Intended outcomes	How impact will be measured	Impact of Intervention
Early Years, Y1 & Y2 provision	£4,600	TA to deliver focused provision such as early literacy and maths intervention <ul style="list-style-type: none"> • Nurture techniques - ELSA • Improving self-regulation skills 	TA delivering specific intervention programmes. Improve PP children's skills, knowledge and understanding related to reading, writing and maths so that the gap between PP and non PP children closes.	Phonics screening test expectations achieved Y2 SATs expectations achieved	Formal testing not in place, however TA showed good or better progress in all areas.
Small group support	£12,547	Small group teaching enables teachers to focus exclusively on a small number of learners. TAs with other groups though	Intensive and well-resourced tuition by experienced teachers will help continue to close the gap and ensure that pupils achieve in line with	Phonics screening test expectations achieved Y2 & Y 6 SATs expectations achieved, teachers predictions	Formal testing not in place, however TA showed good or better progress in all areas.

		groups are regularly swapped around.	their peers. Close the gap over 7 years of education so that pupils are at least in line with national expectations for their group.	are matched or exceeded	
Year 2-6 provision teaching assistants + time out for regular feedback monitoring	£4,600	Time given for regular monitoring of feedback <ul style="list-style-type: none"> • Focused intervention and pastoral support TA & ELSA 	Focused intervention will happen as the need arises for individuals and groups so that expected progress continues. TAs work with specific groups to support intervention, additional TAs used to support reading in KS1. Regular monitoring of feedback quickly identifies PP pupils who may be non-moving or not achieving as expected. This is followed up rigorously	Feedback will improve so that it is meaningful and pupils act upon it, improving their work. Data tracking, monitoring of standards and classroom observations will all contribute. Pupil progress meetings are held regularly.	On-going project due to lockdown, but feedback over the lockdown online and in school has improved. Impact can be measured end of Autumn term 2020.
ELSA training and delivery	£15,144	Dedicated ELSA TA <ul style="list-style-type: none"> • Support offered on a 1:1 basis or in small group • Working in conjunction with PFSA support offered to families • Attendance support included 	PP children will attend school regularly, view school as a positive experience and enjoy an increased engagement with learning which leads to		The pupils that were attending school during lockdown built up their resilience and benefitted from working in smaller groups. Pupils at home

			<p>academic improvement. ELSA delivers sessions to individual pupils and groups. HT also available to support parents if needed. Children will learn how to think about their own learning so that they become motivated and resilient learners. Seeing themselves as learners early on will nurture a desire to succeed. Promotion of a 'can do' attitude, regular challenges and independent tasks are a few methods used to support this in class. Seeing themselves as learners early on will nurture a desire to succeed.</p>		<p>had to work independently at times and showed a great deal of resilience.</p>
Forces support	£1100	<p>Support offered to forces families, ELSA available to group along with Forces welfare personnel.</p> <ul style="list-style-type: none"> • After school Club for pupils 	<p>Pupils feel supported and have a place to talk, share feelings and discuss any issues. Naval PFSA offered to group to support parents too.</p>	<p>Pupils will be able to cope with some of the challenges they face – parent leaving for several months on deployment. The will</p>	<p>On-going project due to lockdown. Impact can be measured end of Autumn term 2020.</p>

				access services offered to achieve this.	
Supplemented swimming /school camp	£500	Vulnerable pupils should have the same life chances as every other pupil.	This was not able to happen		
G&T/High Attaining pupils		Supported daily in class to ensure continued or accelerated progress <ul style="list-style-type: none"> • Access to gifted and talented days supported by professional providers 	Pupils were provided with 'in depth' learning opportunities that included: higher ordering questions, regular mathematical reasoning based questions and activities that challenged pupils' thinking and developed independent working skills.		On-going project due to lockdown. Impact can be measured end of Autumn term 2020.